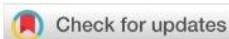


Teacher Strategy in Repetition on Students' Ability to Memorize Short Verses in Students at MIN 01 Rejang Lebong

 Putri Adelia^{1*},  Idi Warsah²,  Dewi Purnama Sari³

Institut Agama Islam Negeri (IAIN) Curup
Bengkulu, Indonesia

 putriadeliaadelia06@gmail.com*



Article Information:

Received February 5, 2024
Revised November 20, 2024
Accepted November 28, 2024

Keywords:

Memorizing; Repetition
Strategy; Student Ability

Abstract

Madrasah Ibtidaiyah Negeri (MIN) 01 Rejang Lebong is an Islamic educational institution that is committed to providing quality Islamic religious education to children. In an effort to improve children's ability to memorize short verses, the use of effective learning methods is the key to success. One of the methods that is often used in learning short verses of the Quran is the repetition method. The purpose of this study is to identify the methods that teachers employ in repetition to help students at MIN 01 Rejang Lebong become better at memorizing brief verses. Descriptive qualitative research methodology is employed. Data was gathered by means of linked document research, interviews, and observation. According to the study's findings, educators employ a range of tactics, such as using engaging instructional materials, a variety of teaching approaches, and suitable motivation and assessment systems. These results can help researchers and educators enhance the efficacy of instruction, particularly when it comes to helping pupils at MIN 01 Rejang Lebong memorize brief poems through repetition. The conclusion of this study is that teachers need to apply various strategies that include regular repetition, in the context of this repetition using the Jama' method, by using repetition can help students enter their memorization into long-term memory, so that their memorization is permanent.

A. Introduction

Activities that promote teaching and learning are purposefully designed environments. The teacher made it in order to instruct the kids. Students study, and teachers impart knowledge. Using papers as support, these two human components work together to produce educational interactions (Prasetyo, 2022). There, every aspect of instruction is executed to the best of its ability, and the instructor meets the predetermined learning objectives (Asmara & Nindianti, 2019). Islamic religious education has a significant impact on how youngsters develop their morals and character. Islam emphasizes morals, ethics, and good behavior in addition to religious precepts (Tohirin & Nurfuadi, 2024). One aspect that is inseparable from Islamic religious education is memorizing short verses from the Koran. The Koran, as the holy book for Muslims, contains instructions for human life (Ayyad, 2022). Therefore, the ability to memorize short verses from the Koran is not only a religious obligation, but also as a way to maintain and preserve the holy teachings of the Koran in the hearts and minds of the younger generation (Nurazizah et al., 2022).

Strategy is a pattern that is planned and determined deliberately to carry out appropriate activities or actions using existing skills and resources in order to obtain maximum expected results (Hasmar, 2020). Related to the Qur'anic memorization technique, it can be seen as a plan established by parents to educate their

children to become Qur'anic memorizers from a young age through a variety of suitable activities and the assistance of available resources to meet the desired outcomes ([Irsad & Qomariah, 2017](#)). The process of memorizing the Qur'an is strongly linked to how the brain processes memories ([Aziz et al., 2024](#)). When it comes to helping youngsters memorize the Qur'an, the participation of parents and teachers is crucial because most kids do not yet have complete responsibility for doing so and do not have their own methods for repeating what they have learned. He has memorized this passage from the Koran ([Sani, 2020](#)).

Madrasah Ibtidaiyah Negeri (MIN) 01 Rejang Lebong is an Islamic educational institution that is committed to providing quality Islamic religious education to children. MIN 01 Rejang Lebong is a place where children are taught about the teachings of the Islamic religion, including memorizing short verses from the Koran. Islamic religious education at MIN 01 Rejang Lebong is one of the main focuses in the educational process, because it is considered an important foundation in shaping children's character and morals. In an effort to improve children's ability to memorize short verses, the use of effective teaching methods is the key to success. One method that is often used in learning short verses from the Koran is the repetition method. Repetition is a learning technique that involves repeating lesson material several times. In the context of memorizing short verses, the repetition method allows students to remember and understand concepts better. It has been demonstrated that this approach works well for aiding students in understanding and memorization of the Al-Quran ([Hidayat, 2017](#)).

In the context of MIN 01 Rejang Lebong, there are several factors that can influence children's ability to memorize short verses from the Koran. One of the main factors is the strategy used by the teacher in applying the repetition method ([Çan & Toraman, 2022](#)). As a result, the emphasis of this study will be on how teachers at MIN 01 Rejang Lebong use the repetition method to help their students learn short sentences. It is insufficient to memorize the Qur'anic verses all at once; repetition of the reading is necessary to strengthen the stored memorization. So it doesn't stop at the acquisition stage which only creates connections, but there needs to be elaboration to strengthen these connections. Therefore, the researcher raised the research title about " Teacher Strategy in Repetition on Students' Ability to Memorize Short Verses in Students At MIN 01 Rejang Lebong"

B. Research Methods

This study employs a qualitative approach. The purpose of this study is to examine how primary school students might learn the pillars of faith through song. One kind of research in which data is gathered in the field is qualitative research. The research location in this instance is MIN 01 Rejang Lebong. For two weeks, from the end of December 2023 to the start of January 2024, this study was carried out. For this study, in-depth interviews are used (Depth Interview). Theories pertaining to the research title are used to develop interview questions. The two interview questions are as follows. The outcomes of the interviews were examined through qualitative data analysis, which includes data collection, data reduction, and data analysis—the methodical process of gathering and organizing the information gathered ([Moleong, 2008](#)).

Teacher Strategy in Repetition on Students' Ability to Memorize Short Letters for Students at MIN 01 Rejang Lebong . Here the teacher uses repetition because of the importance of repetition, it is a strategy where we repeat to see memorization and strengthen students' memorization. Students can commit knowledge or memorization to long-term memory by employing this repeating technique. A memory that retains a lot of information, especially information learned by memorization, for an extended length of time or indefinitely is known as long-term memory. Usually teachers use the Jama' method, namely memorizing together, led by a teacher or instructor and then followed by the students. Usually teachers invite their students to write a short letter before starting the learning process.

C. Result and Discussion

Khanifah's research indicates that the following are some strategies for remembering the Qur'an that can be applied in both official and informal educational settings: ([Saputra, 2023](#))

1. Method Sima'i

The Sima'i method involves listening to the text to be memorized in the following ways: (1) Paying attention to the instructor as they guide and instruct the class. (2) First, carefully and deliberately record the verses you want to learn on tape, taking note of your needs and talents. There are two ways to use this method: a. Hear from the instructor who instructs them, particularly for kids or blind memorizers. Because he must read the verses that will be memorized one at a time, the instructor must take on a more active role in

helping the student memorize them. He must also be patient and careful in his guidance. The following verse won't be added until after that. b. To begin, record the verses that will be committed to memory on the cassette based on their skill level. After then, the tape was played, carefully listened to, and slowly followed. Then, in accordance with the needs, it is performed repeatedly until the verses are fully committed to memory. Once the memorization is deemed stable, move on to the subsequent verses in the same manner, and so forth. Children, blind memorizers, independent memorizers, and those who want to takrir (repeat) verses they have learned will all benefit greatly from this technique. Naturally, memorizers who employ this technique need to supply the necessary equipment, including tape recorders, cassette tapes, and so forth (Susanti, 2016).

2. Wahdah Method

The wahdah method is committing the Qur'an to memory by learning each verse individually. Each poem can be read ten times, twenty times, or more to accomplish initial memory. This ensures that the process can create patterns in the mind while also creating reflex motions in spoken language (Mila, 2023). After fully remembering the verses, continue in the same manner to the following one. Until one face is reached, it continues. The next step is to commit the verses on one face to memory, followed by the verses' order. The next step in memorizing it is to read and recite the sheet until you can verbally or mentally repeat the verses on a single page. Additionally, the more times it is repeated, the more representative the memorizing quality will be (Nurfitriani dkk., 2022)

3. The Method of Kitabah

The book's approach is to rewrite the memorized Qur'anic passages. Memorization with the kitabah method involves writing out verses to be remembered on paper, which are subsequently read and committed to memory (Rahmi, 2019). With this approach, students write the verses they wish to memorize on a given piece of paper, read the verses aloud until they are accurate and fluid, and then commit them to memory (Sari & Yenni, 2019).

4. The Jama' Method of Qur'anic memorization

The Jama' technique involves group memorization under the guidance of an instructor or teacher. The jama' method involves group memorizing, whereby an instructor leads the group in reading the passages they have remembered. Once they can accurately and correctly read the verses, they attempt to open the mushaf (without actually looking at it) as the instructor reads them, and so on, until the verses they have memorized are truly in their minds. Students can go on to the following verses in the same manner once they have fully committed them to memory (Badruzaman, 2019).

5. The Talqin technique involves the teacher reading, the student copying, and the teacher correcting the student if necessary.

6. The Combined Approach

Memorizing the Qur'an by combining two or more techniques, such as the sima'i and kitabah procedures, is known as the combined method. The wahdah technique and the kitabah method, or other approaches, are the first and second methods merged into the combined method. The aforementioned description leads the author to the conclusion that there are numerous approaches that can be employed for memorizing the Qur'an. It is thought that memorizing the Qur'an will be more successful and efficient if the best approach is used. Naturally, the approach to learning to memorize the Qur'an for young children must be tailored to their developmental stage. Since most youngsters are still developing their reading and writing skills, the method must be truly effective (Jaya et al., 2020).

This study intends to disclose the methods teachers employ in repetition to enhance their pupils' memorization of brief lines in MIN 01 Rejang Lebong. The research methodology is qualitative, and data is gathered via document analysis, interviews, and observation. The research subjects are students and teachers who participate in the process of repetition.

According to the study's findings, teachers at MIN 01 Rejang Lebong use a variety of techniques in their repetition method. Using a range of strategies, including technology, audio recordings, and imagery, teachers employ repetitious learning techniques. Apart from that, teachers also apply creative and interactive approaches, such as educational games and small groups, to improve students' memory. The efficiency of repetition techniques was discovered to be significantly influenced by the interactions between teachers and pupils. Teachers who provide constructive feedback and provide positive encouragement can increase students' motivation to be more actively involved in repetition. Establishing a favorable learning

environment is also crucial to fostering a setting that encourages repetition.

Based on field studies, it was shown that teachers employ a variety of repetition techniques to help their students become more adept at memorization. Furthermore, the interview's findings demonstrated that using the repetition strategy could help pupils memorize the Qur'an. Following the practice of reciting the Qur'anic verses aloud multiple times, students' memorizing abilities increased dramatically. Additionally, students demonstrate better pronunciation and reading comprehension. It is intended that this study will help to enhance the Qur'anic learning process in the Islamic educational setting. This study offers insightful information that can be used to create repetition techniques that enhance pupils' memorization of brief poems. The findings of this study may serve as the foundation for curriculum creation and teacher preparation at MIN 01 Rejang Lebong and other comparable educational establishments in an endeavor to raise the standard of religious instruction at the elementary school level. The author expects that more study on learning strategies that help pupils become better at memorization will be possible in the future. I hope the author's writing is easily comprehended.

The hifdzil jadid approach is one of several learning strategies that can be employed to enhance students' memorization abilities, according to research by (Budi & Richana, 2022), which is consistent with this study. Furthermore, this study supports that of (Hadi, Syamsul, 2024). who found that the tasm'i and talaki methods are clear improvements over other learning approaches in terms of memorizing the Quran. Consequently, this study aligns with the findings of (Mubarokah, 2019) which reported the findings of the study, specifically 1) The tahfidz al-Qur'an learning materials include: a) tahsin, tajwid, and fashahah are among the materials used in Madrasah Aliyah Mu'allimin. Surah Ali-Imran for class X and Surah al-A'raf for class XI are included in the tahfidz al-Qur'an materials at Madrasah Aliyah Mu'allimat. 2) The following is the Qur'anic tahfidz method: a) the Bin-Nazhar, Bil-Ghaib, Talaqqi, Takrir, and Tartil procedures are used at Madrasah Aliyah Mu'allimin. b) Aliyah Mu'allimat employs the wahdah, sima'i, kitabah, and mixed approaches in Madrasah. The following are the steps involved in studying tahfidz Al-Qur'an: a) Madrasah Aliyah Mu'allimin comprises the stages prior to, after, and following memorization of the Qur'an. b) comprises the first, teaching, and follow-up phases in Madrasah Aliyah Mu'allimat. 4) The following are the learning outcomes of tahfidz Al-Qur'an: a) students at Madrasah Aliyah Mu'allimin who have learned tahfidz Al-Qur'an are able to read the Qur'an pretty well, have frequently participated in competitions, and frequently take part in community events where they live. b) Students at Madrasah Aliyah Mu'allimat demonstrate a high level of tahfidz Al-Qur'an learning through a variety of activities, including reading and memorization of the Qur'an as well as competitions.

D. Conclusion

In the context of MIN 01 Rejeng Lebong, the teacher's strategy of repetition to help students memorize short letters is a very important approach to improve students' memorization abilities. The conclusion of this research is that teachers need to implement various strategies that include regular repetition, in the context of this repetition using the Jama' method, using repetition can help students enter their memorization into long-term memory, so that their memorization is permanent. Students can improve their memorization of brief verses by using a variety of learning resources and creating a supportive learning atmosphere. This approach can therefore give pupils a solid basis for better understanding and memorization of brief lines in MIN 01 Rejeng Lebong

E. Acknowledgments

The author would like to thank all related parties who have helped in the implementation of this research. The author also expressed his gratitude to MIN 01 Rejang Lebong for giving the author the opportunity to carry out research there.

References

Asmara, Y., & Nindianti, D. S. (2019). Urgensi Manajemen Kelas Untuk Mencapai Tujuan Pembelajaran. *SINDANG: Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 1(1), 12–24. <https://doi.org/10.31540/sdg.v1i1.192>

Ayyad, E. (2022). Re-Evaluating Early Memorization of the Qur'ān in Medieval Muslim Cultures. *Religions*. <https://doi.org/10.3390/rel13020179>

Aziz, H., Mulyani, D., Inten, D. N., Hakim, H. Q. N., Rizqi, A. A., & Az-Zahra, S. S. (2024). The

Implementation of the Brain Rhythm Method in Enhancing the Quality of Quran Memorization. *AL-ISHLAH: Jurnal Pendidikan*, 16(3), 2925–2938. <https://doi.org/10.35445/alishlah.v16i3.5245>

Badruzaman, D. (2019). Metode Tahfidz Al-Qur'an Di Pondok Pesantren Miftahul Huda Ii Kabupaten Ciamis. *Jurnal Humoniora*, 14(2), 245–253. [Google Scholar](#)

Budi, H. S., & Richana, S. A. (2022). Manajemen Strategi Pembelajaran Tahfidz Al-Qur'an dalam Meningkatkan Kualitas Hafalan Santri di Pesantren. *Dirasah*, 5(1), 167–180. <https://doi.org/10.29062/dirasah.v5i1.455>

Çan, M. A., & Toraman, Ç. (2022). The effect of repetition- and scenario-based repetition strategies on anatomy course achievement, classroom engagement and online learning attitude. *BMC Medical Education*, 22(1), 1–14. <https://doi.org/10.1186/s12909-022-03564-8>

Hadi, Syamsul, cici. (2024). Metode Pengajaran Talaqi , Takrir , dan Tasm 'i terhadap Hafalan Al-Quran Hafidzpreneur Mahasiswa IAI Tazkia. *Didaktika: Jurnal Kependidikan*, 13(1), 1165–1174. <https://doi.org/10.58230/27454312.480>

Hasmar, A. H. (2020). Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 10(1), 15. <https://doi.org/10.22373/jm.v10i1.6789>

Hidayat, F. (2017). Kajian Psikologi Pembelajaran Hafal Quran bagi Anak Usia Dini. *Annual Conference on Islamic Early Childhood Education*, 2(1), 83–94. [Google Scholar](#)

Irsad, M., & Qomariah, N. (2017). *Strategi Menghafal Al-Qur'an Sejak Usia Dini*. Universitas Sunan Kalijaga Yogyakarta. [Google Scholar](#)

Jaya, I., Rahmadi, R., & Soleh, M. N. (2020). Rancang Bangun Aplikasi Juz' Amma Berbasis Android Menggunakan Metode Child Centered Design Pada Tpq Al-Muchtar Bekasi. *Jurnal Informatika: Jurnal Pengembangan IT*, 5(3), 106–112. <https://doi.org/10.30591/jpit.v5i3.2928>

Mila, M. (2023). Penerapan Metode Wahdah Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa di MA Darul Arqam Sawangan Depok. *Jurnal Dirosah Islamiyah*, 5(3), 676–687. <https://doi.org/10.47467/jdi.v5i3.3689>

Moleong, L. J. (2008). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya. [Google Scholar](#)

Mubarokah, S. (2019). Strategi Tahfidz Al-Qur'an Mu'allimin dan Mu'allimat Nahdlatul Wathan. *Jurnal Penelitian Tarbawi*, 4(1), 1–17. <https://doi.org/10.37216/tarbawi.v4i1.161>

Nurazizah, A., Rukajat, A., & Ramdhani, K. (2022). Peran Pendidikan Agama Islam dalam Membentuk Karakter Siswa di Era Milenial. *PeTeKa*, 5(3), 361–372. [Google Scholar](#)

Prasetyo, T. H. (2022). Penerapan Model Pembelajaran Role Playing untuk Meningkatkan Hasil Belajar Biologi Siswa Kelas VII SMP Negeri 1 Kabat Semester Gasal Tahun Pelajaran 2021 / 2022. *Sosioedukasi: Jurnal Ilmiah Ilmu Pendidikan Dan SOSial*, 11(1), 139–156. [Google Scholar](#)

Rahmi, Y. (2019). Metode Muraja'ah dalam Menghafal Al-Qur'An di Pondok Pesantren Al-Mubarok Tahtul Yaman Kota Jambi. *INNOVATIO: Journal for Religious Innovation Studies*, 19(1), 65–76. <https://doi.org/10.30631/innovatio.v19i1.78>

Sani. (2020). Pengaruh Muraja'ah Baca Al-Qur'an terhadap Peningkatan Kelancaran Hafalan Surah Al-Naba Peserta Didik Kelas V (Lima) SDIT Bina Insan Parepare. In *Skripsi*. IAIN Parepare. [Google Scholar](#)

Saputra, F. R. dkk. (2023). Realisasi Manajemen Poac Kurikulum Pondok Pesantren Modern Al-Murozza Depok Dalam Membentuk Santri Berjiwa Religius. *TADBIR: Jurnal Manajemen Pendidikan Islam*, 11(02), 102–113. <https://doi.org/10.32478/evaluasi.v2i1.83.252>

Susanti, C. (2016). Efektivitas Metode Talaqqi dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Anak Usia Dini. *Tunas Siliwangi Halaman*, 2(1), 1–19. <https://doi.org/10.22460/ts.v2i1p1-19.305>

Tohirin, & Nurfuadi. (2024). The Role Of Islamic Religious Education Teachers In Moral Development In Schools. *Journal on Educatio*, 06(04), 20167–20180. <https://doi.org/10.31004/joe.v6i4.6045>

Copyright Holder

© Adelia, P., Warsah, I., & Sari, D. P.

First publication right:

Indonesian Journal for Islamic Studies

This article is licensed under:

